

CONE / SAN SOUCI ELEMENTARY

500 Gridley Street
Greenville, SC 29609

GRADES K-5 Elementary School

ENROLLMENT 362 Students

PRINCIPAL Scarlet H. Black 864-241-3414

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	38	37	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	Below Average	Unsatisfactory	No

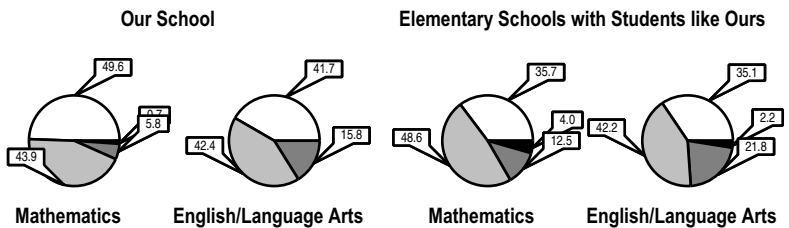
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	160	98.8	40.9	43.1	16.1	0.0	24.8	Yes	Yes
Gender									
Male	90	98.9	47.4	42.1	10.5	0.0	23.7		
Female	70	98.6	32.8	44.3	23.0	0.0	26.2		
Racial/Ethnic Group									
White	51	98.0	36.6	48.8	14.6	0.0	26.8	Yes	Yes
African-American	99	99.0	45.5	38.6	15.9	0.0	23.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	12.5	62.5	25.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	118	98.3	38.6	42.6	18.8	0.0	27.7		
Disabled	42	100.0	47.2	44.4	8.3	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	160	98.8	40.9	43.1	16.1	0.0	24.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	98.7	40.7	43.0	16.3	0.0	25.2		
Socio-Economic Status									
Subsidized meals	158	98.7	41.2	43.4	15.4	0.0	24.3	Yes	Yes
Full-pay meals	2	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	160	100.0	49.6	43.9	5.8	0.7	14.4	No	Yes
Gender									
Male	90	100.0	53.2	40.3	6.5	0.0	13.0		
Female	70	100.0	45.2	48.4	4.8	1.6	16.1		
Racial/Ethnic Group									
White	51	100.0	38.1	54.8	7.1	0.0	23.8	Yes	Yes
African-American	99	100.0	57.3	36.0	5.6	1.1	9.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	25.0	75.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	118	100.0	46.6	45.6	6.8	1.0	15.5		
Disabled	42	100.0	58.3	38.9	2.8	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	160	100.0	49.6	43.9	5.8	0.7	14.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	100.0	49.6	43.8	5.8	0.7	14.6		
Socio-Economic Status									
Subsidized meals	158	100.0	50.0	43.5	5.8	0.7	13.8	No	Yes
Full-pay meals	2	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	37	97.3	22.6	41.9	32.3	3.2	35.5
	Grade 4	66	98.5	45.0	43.3	11.7	N/A	11.7
	Grade 5	57	100.0	46.2	48.1	5.8	N/A	5.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	37	100.0	25.0	68.8	6.3	N/A	6.3
	Grade 4	66	100.0	52.5	37.7	8.2	1.6	9.8
	Grade 5	57	100.0	61.5	36.5	1.9	N/A	1.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 362)				
First graders who attended full-day kindergarten	83.6%	N/C	100.0%	100.0%
Retention rate	6.7%	N/A	3.6%	2.7%
Attendance rate	96.5%	N/A	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%		6.2%	3.5%
Eligible for gifted and talented	2.9%	N/A	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	N/A	8.0%	8.2%
Older than usual for grade	2.5%	N/A	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	51.5%	N/A	48.4%	51.4%
Continuing contract teachers	66.7%	N/A	77.8%	87.5%
Highly qualified teachers**	93.1%	N/A	92.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.7%	0.0%
Teachers returning from previous year	76.8%	N/A	81.6%	86.7%
Teacher attendance rate	97.9%	N/R	94.7%	94.9%
Average teacher salary	\$37,520	I/S	\$38,984	\$40,760
Prof. development days/teacher	11.5 days	N/R	13.4 days	12.4 days

School				
Principal's years at school	3.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	N/R	16.6 to 1	18.9 to 1
Prime instructional time	92.5%	N/R	88.9%	90.0%
Dollars spent per pupil*	\$7,836	N/A	\$7,060	\$6,044
Percent of expenditures for teacher salaries*	62.6%	N/A	64.7%	65.9%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cone/Sans Souci Elementary School is located in northwest Greenville County.

Beginning the school year of 2004-05, Cone/Sans Souci will begin operations as the new Cherrydale Elementary School and will be located on Perry Road in Greenville, South Carolina. The new state-of-the-art building will have the latest technological advances to enhance our instructional program. The two-story structure will have a maximum capacity of 510 students. With the excitement of this new building and the additions of newly hired, "highly qualified" teachers to join an existing staff that is "second to none," our students will strive to reach the highest levels of academic achievement. As we look to the future, we must note the accomplishments made during the 2003-04 school year. For example, Cone/Sans Souci received the National PTA School of Excellence Award for Parent Involvement, the South Carolina Red Carpet Award for customer service, the Silver Award for gains on PACT, the South Carolina NPR public relations awards in ten categories, several national website awards, the district's 2004 "Best of the Best" website award, and the 2004 TIAA-CREF Emerging Teacher of the Year Award. In addition to the many recognitions earned in 2003-04, we continue to strengthen and improve our instructional programs. We have instituted a school-wide writing program, introduced Everyday Math Counts, implemented reading across the curriculum, and integrated Social Studies/Science curriculums. To encourage and promote character education in our school, we have also implemented a program entitled "Love and Logic," and continued our efforts with a district program entitled, "Don't Laugh At Me." To accommodate the work schedules of many of our parents and to offer additional assistance to some of our students who struggle academically, we offer many programs after the regular school day has ended. Programs that go beyond our normal operating hours include the Extended Day Program (academic enrichment/tutorial/homework assistance), the Ready, Set, Go: What You Need to Know (reading and language assisted programs), and Parent Power (parent seminars, workshops, activities for parents). These programs are brought into the homes of our parents and students up to 8:00 pm nightly, Monday through Thursday. To maintain a highly qualified instructional program, our faculty/staff continue to grow professionally to improve their craft by attending and/or presenting at the district, state, and national workshops. The future is bright for our students and the future belongs to them. Therefore, we are creating something special!

Scarlet H. Black, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	41	18
Percent satisfied with learning environment	100.0%	72.5%	72.2%
Percent satisfied with social and physical environment	100.0%	77.5%	83.3%
Percent satisfied with home-school relations	96.4%	87.8%	61.1%

*Only students at the highest elementary school grade level at this school and their parents were included.